MARGINALIA

"What's the best way to avoid a hangover?" asks a message from the Student Health Center at California State University, Los Angeles.

The answer, courtesy of the health center:

"Never drink on an empty stomach; always accompany food with alcohol."

We *hate* beer with breakfast.

■

From *On the Green,* the faculty-staff weekly at Gallaudet University:

"To help the University community know what to do if they awaken during a work day to find the outdoors blanketed in white, . . ."

It's those overheated classrooms that make people doze off.

■

From the University of South Carolina *Carolinian:*

" 'Readership surveys tell us that young people aren't reading as much as their parents did,' [Bobby] Hitt said. 'They find newspapers to be verbose and boring. In looking at how to make a newspaper attractive and essential, it comes down to how well-editedit is.' "

Uh-huh.

■

From the faculty bulletin at North Carolina State University:

"Dr. Jack H. Wheatley, Math-Science Education, has won the Oak Leaf Award of the N. C. Congress of Parents and Teachers. Wheatley . . . was specifically cited for his three years of volunteer work with the local Washington Elementary school on a science program. Among other activities he also worked to develop a workshop teaching 'hands-on' science to elementary students which was resented at a National Science Teachers Association meeting in Atlanta in April."

Some teachers are like that.

■

The provost at Seattle University received a mailing addressed to:

VACANT
VICE PRESIDENT
SEATTLE UNIVERSITY

"I'm not sure how to interpret the decision of the mailroom staff that I should be the recipient," the provost tells us.

■

A notice in our own "Bulletin Board" pages:

PRESIDENT
The Florida State University

. . .

"Applications and nominations should be addressed to:
The State University System
of Florida is an Equal Opportunity,
Affirmative Action Employer.
Women and minorities
are encouraged to apply."

Hold on while we look for a bigger envelope. —C.G.

In Brief

CUNY Officials Propose New Academic Standards

NEW YORK—The City University of New York plans to adopt new academic standards that would require applicants either to complete a high-school curriculum that emphasizes college-preparatory courses or to take comparable courses while at CUNY.

University officials said the proposed standards would allow the 21-campus system to raise its requirements while maintaining its policy of guaranteeing admission to every graduate of the New York City public schools.

The proposal, developed by a committee of CUNY campus presidents and endorsed by Chancellor W. Ann Reynolds, is expected to be approved by the system's trustees next month.

The proposal calls for faculty members from CUNY and the public schools to determine the new course requirements. The standards will be phased in, beginning in the fall of 1992.

A university spokesman said that roughly half of the students now attending the system's four-year campuses had completed a traditional college-preparatory curriculum in high school, and that a much smaller proportion of those at the system's two-year campuses had such preparation.

Eating Club at Princeton Must Now Admit Women

WASHINGTON — The Supreme Court last week refused to consider an appeal by the only remaining all-male eating club at Princeton University. The club sought to continue excluding women as members.

After a 12-year legal battle, the court let stand a decision by a New Jersey court, which had ordered the Tiger Inn and the Ivy Club—which was then another all-male eating club on the campus—to open their membership to women. The Ivy Club has since admitted 15 women.

Sally Frank, a Princeton graduate, filed her original complaint against the Ivy Club and the Tiger Inn in 1979, charging that their all-male membership rule discriminated against women.

Jacquelyn Savani, a spokeswoman for Princeton, said the Tiger Inn had announced it would allow women to participate in its next "bicker," the process by which it admits new members.

The Ivy Club filed a separate lawsuit in federal district court saying that Ivy members' right to freedom of association had been violated. That lawsuit is still pending.

7 at Prairie View Indicted in Bribery, Grades Scam

HEMPSTEAD, TEX.—An investigation at Prairie View A&M University that uncovered a bribery and grade-buying scheme has resulted in the indictment of seven people on the campus.

The investigation, which originally focused on the university's athletics department, identified a total of 148 students who were involved in the scam, said Albert McCaig, special prosecutor for the Waller County district attorney's office.

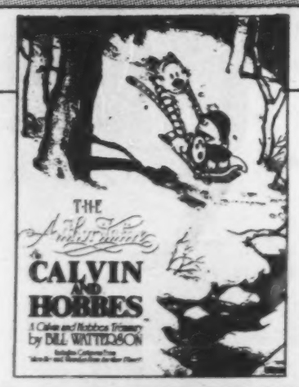
Two secretaries, four former students, and one current student at the university stand accused of participating in a scheme to change grades or residence status. Foreign students at Prairie View who do not have U.S. resident status pay $100 more per semester hour than foreign students who do.

According to Mr. McCaig, one of the secretaries accepted small sums of money or crack cocaine to alter grades. Another took bribes of $400 to $600 from foreign students to change their records to indicate U.S. residency.

The students indicted had further implicated themselves by trying to bribe officials to change their altered records back and thus avoid suspicion, said Mr. McCaig.

The district attorney's office hopes to conclude the investigation in a few weeks, and has no plans to indict any other students.

What They're Reading on College Campuses

		Previous Survey
1.	 **The Authoritative Calvin and Hobbes,** by Bill Watterson	1
2.	**All I Really Need to Know I Learned in Kindergarten,** by Robert Fulghum	4
3.	**The Plains of Passage,** by Jean M. Auel	5
4.	**Foucault's Pendulum,** by Umberto Eco	—
5.	**The "Late Night With David Letterman" Book of Top Ten Lists,** by David Letterman, Steve O'Donnell, et al.	9
6.	**Wiener Dog Art: The Far Side Collection,** by Gary Larson	2
7.	**Where's Waldo?** by Martin Handford	—
8.	**The Bonfire of the Vanities,** by Tom Wolfe	—
9.	**Misery,** by Stephen King	—
10.	**The Civil War,** by Geoffrey C. Ward with Ric Burns and Ken Burns	—

The Chronicle's list of best-selling books was compiled from information supplied by stores serving the following campuses: American U., Baylor U., Bucknell U., Carleton College, Carnegie Mellon U., Case Western Reserve U., Central Michigan U., Denison U., Idaho State U., Iowa State U., Kent State U., Lawrence U., Lehigh U., Mankato State U., Montana State U., New York U., North Dakota State U., Pennsylvania State U., Portland State U., Princeton U., San Francisco State U., Southern Methodist U., Stanford U., State U. of New York at Buffalo, Tulane U., U. of California at San Diego, U. of Hawaii, U. of Illinois at Urbana-Champaign, U. of Iowa, U. of Missouri at Columbia, U. of Nebraska at Lincoln, U. of New Orleans, U. of Notre Dame, U. of Pittsburgh, U. of Puget Sound, U. of Southern California, U. of Wisconsin at Madison, U. of Wisconsin at Milwaukee, Washington U. (Mo.), and Wichita State U.

Reports covered sales of hardcover and paperback trade books in December.

U. of Cal. to Increase Oversight of Federal Labs

OAKLAND, CAL. — David P. Gardner, president of the University of California, has announced a plan to increase oversight of the three laboratories that the university manages for the federal government. The plan includes the establishment of a new committee of scientists and others to monitor operations at the facilities.

Mr. Gardner also said he would reorganize his office to give two senior vice-presidents direct responsibility for overseeing the Lawrence Livermore and Los Alamos National Laboratories and the Lawrence Berkeley Laboratory. The Livermore and Los Alamos laboratories conduct weapons research.

The committee will for the first time review plans for research at the labs, Mr. Gardner said. The panel will be made up of 20 members representing academe, business, and government.

The university's contract to manage the laboratories, which have an annual budget of about $2.2-billion, expires in 1992. The

Freshman Enrollment at 2-Year Colleges Rises by 10%

NEW YORK

Freshman enrollments grew an average of 10 per cent at two-year colleges from 1988 to 1989 but dipped 1 per cent at four-year institutions, according to the College Board.

In a report that covered enrollment, admission, and financial-aid trends, the board said last week that the number of freshmen at community colleges had probably increased because more people were seeking job training and low educational costs.

The report, based on a 1990 survey of 3,138 colleges and universities, said that freshmen at private four-year institutions were slightly more likely than their counterparts at public four-year institutions to return for the sophomore year. At private colleges, 80 per cent of the freshmen enrolled for the sophomore year, while at public colleges, 73 per cent of freshmen returned, according to the report.

The report said that 44 per cent of freshmen at public four-year colleges qualified for financial aid, compared with 56 per cent of those at private four-year colleges. At two-year institutions, 31 per cent of the freshmen at public colleges and 58 per cent of those at private colleges needed financial assistance. Nearly all of those freshmen judged to need financial assistance were offered aid, according to the survey's findings.

Findings on Selectivity

The report said four-year institutions received an average of 3.4 applications for each freshman enrolled. Over all, four-year colleges accepted 62 per cent of their applicants, and 47 per cent of those who were accepted enrolled, the survey found.

Among four-year colleges, 12 per cent accepted fewer than half of their applicants, 35 per cent admitted half to three-quarters of their applicants, and 53 per cent accepted three-quarters or more of their applicants, the College Board said. Private doctoral universities were the most selective, with 26 per cent admitting fewer than half of their applicants.

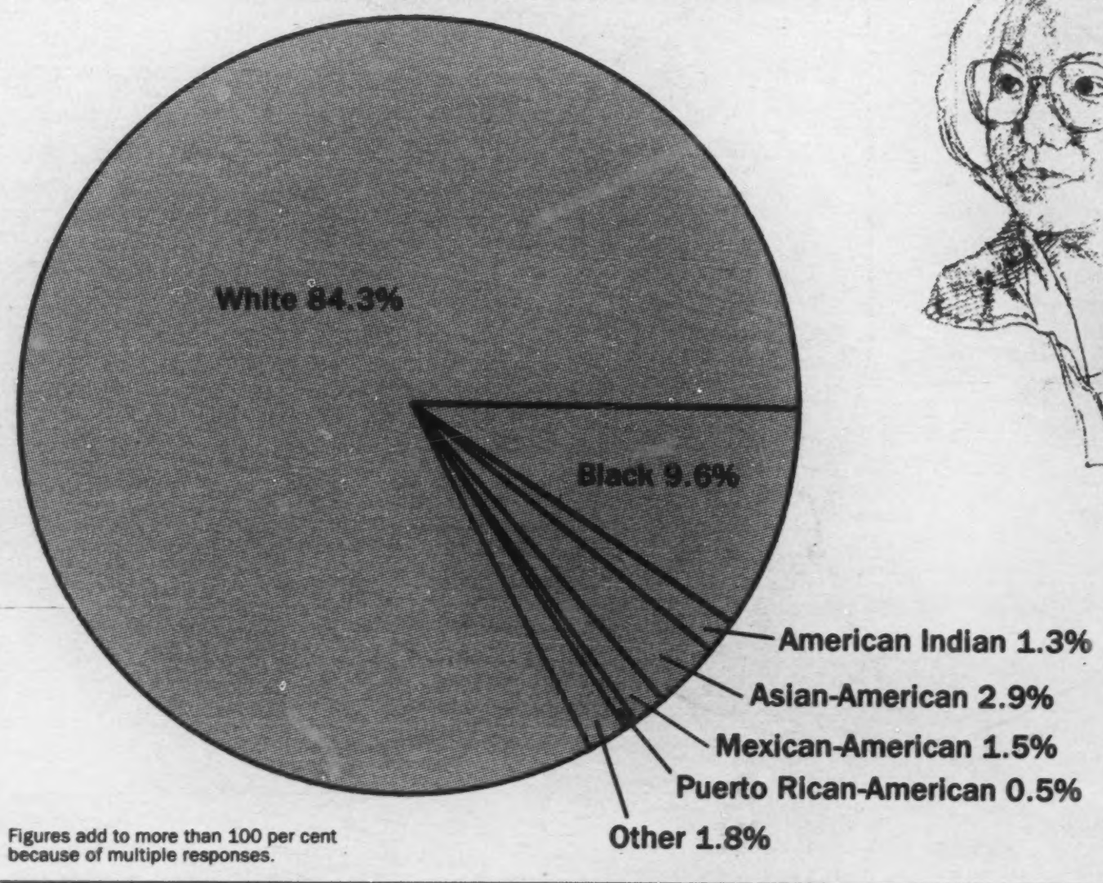
The 78-page report, "Summary Statistics: Annual Survey of Colleges, 1990-91," is available from College Board Publications, Box 886, New York 10101-0886; request item number 239573. The price is $25 plus a $2.95 handling charge. To purchase computer tapes or disks, contact Jean Marzone, the board's director of information services, at (212) 713-8116. —J.E.

The Chronicle of Higher Education (ISSN 0009-5982) is published weekly except the third week in August and the last two weeks in December, at 1255 Twenty-Third Street, N.W., Washington, D.C. 20037. Subscription rate: $62.50 per year. Second-class postage paid at Washington, D.C., and at additional mailing offices. Copyright © 1991 by The Chronicle of Higher Education, Inc. Printed in the United States of America. POSTMASTER: Send address changes to The Chronicle of Higher Education, P.O. Box 1955, Marion, Ohio 43305. Member, Audit Bureau of Circulations. The Chronicle reserves the right not to accept an advertiser's order. Only publication of an advertisement shall constitute final acceptance of the advertiser's order.

JACK PARDUE, FOR THE CHRONICLE

This Year's College Freshmen: Attitudes and Characteristics

Racial and Ethnic Background



Figures add to more than 100 per cent because of multiple responses.

Age on December 31, 1990

16 or younger	0.1%
17	2.0
18	68.3
19	23.3
20	2.4
21-24	1.7
25-29	0.9
30-39	1.0
40-54	0.3
55 or older	0.0

Average grade in high school

A or A+	10.2%
A–	12.4
B+	18.3
B	25.3
B–	14.5
C+	12.2
C	6.7
D	0.3

Year of high-school graduation

1990	92.4%
1989	2.9
1988	0.9
1987 or earlier	2.4
H. S. equivalency (G. E. D. test)	1.2
Never completed high school	0.2

Current religious preference

Baptist	18.2%
Buddhist	0.4
Congregational	1.2
Eastern Orthodox	0.6
Episcopal	2.3
Islamic	0.3
Jewish	2.2
Latter Day Saints	0.3
Lutheran	5.8
Methodist	9.7
Presbyterian	4.5
Quaker	0.2
Roman Catholic	32.1
Seventh-Day Adventist	0.2
Other Protestant	4.6
None	11.8
Other	5.6

Born-again Christian

Yes	29.3%
No	70.7

Racial composition of high school

Completely non-white	1.5%
Mostly non-white	5.6
Roughly half non-white	18.0
Mostly white	58.9
Completely white	15.9

Racial composition of neighborhood

Completely non-white	4.0%
Mostly non-white	5.9
Roughly half non-white	6.4
Mostly white	42.8
Completely white	40.9

Residence planned during fall term

With parents or relatives	22.6%
Other private home or apartment	6.5
College dormitory	66.8
Fraternity or sorority house	0.3
Other campus housing	2.9
Other	0.9

Miles from college to home

5 or less	6.5%
6 to 10	6.8
11 to 50	27.4
51 to 100	18.1
101 to 500	30.0
501 or more	11.2

Father's occupation

Artist (including performer)	0.7%
Businessman	27.5
Member of clergy or religious worker	1.1
Engineer	7.8
Farmer or forester	3.2
Lawyer	1.6
Military career officer	2.2
Physician or dentist	2.1
Other health professional	1.3
Research scientist	0.4
Teacher or administrator, college	0.8
Teacher or administrator, elementary school	0.9
Teacher or administrator, secondary school	3.6
Worker, skilled	10.3
Worker, semi-skilled	4.5
Worker, unskilled	3.4
Other occupation	26.0
Unemployed	2.4

Father's education (highest level)

Grammar school or less	3.8%
Some high school	7.4
High-school diploma	28.0
Postsecondary other than college	4.9
Some college	15.3
College degree	21.1
Some graduate school	2.4
Graduate degree	17.1

Mother's occupation

Artist (including performer)	1.4%
Businesswoman	14.0
Member of clergy or religious worker	0.1
Clerical worker	10.2
Engineer	0.2
Farmer or forester	0.5
Homemaker (full-time)	15.0
Lawyer	0.3
Nurse	8.0
Physician or dentist	0.4
Other health professional	2.1
Research scientist	0.1
Social, welfare, or recreation worker	1.3
Teacher or administrator, college	0.4
Teacher or administrator, elementary school	6.9
Teacher or administrator, secondary school	4.0
Worker, skilled	2.3
Worker, semi-skilled	3.0
Worker, unskilled	2.1
Other occupation	21.8
Unemployed	5.7

Mother's education (highest level)

Grammar school or less	2.7%
Some high school	6.1
High-school diploma	34.4
Postsecondary other than college	7.6
Some college	16.9
College degree	19.4
Some graduate school	2.9
Graduate degree	9.9

Status of parents

Living with each other	71.2%
Divorced or separated	23.3
One or both deceased	5.4

Students estimate chances are very good that they will:

Change major field	12.4%
Change career choice	11.4
Fail one or more courses	1.3
Graduate with honors	13.5
Be elected to student office	3.5
Get a job to pay college expenses	36.0
Work full-time while attending college	4.0%
Join a social fraternity or sorority	17.2
Play varsity athletics	15.4
Be elected to an honor society	8.1
Make at least a B average	41.3
Need extra time to complete degree	8.2
Get tutoring in some courses	15.9
Work at outside job	20.2
Seek vocational counseling	5.1
Seek individual counseling	3.7
Participate in student protests	7.1
Transfer to another college	12.8
Drop out permanently	1.0
Drop out temporarily	1.1
Get bachelor's degree	66.1
Be satisfied with college	50.9
Find job in preferred field	70.6
Marry while in college	5.4
Participate in volunteer or community-service work	14.2

Student rated self above average or in highest 10 per cent in:

Academic ability	53.7%
Artistic ability	25.0
Competitiveness	54.0
Cooperativeness	70.2
Drive to achieve	66.3
Emotional health	57.1
Leadership ability	50.9
Mathematical ability	37.4
Physical health	58.5
Popularity	43.0%
Popularity with opposite sex	41.2
Public speaking ability	28.4
Self-confidence (intellectual)	48.3
Self-confidence (social)	44.0
Understanding of others	66.8
Writing ability	39.0

Number of other colleges applied to for admission this year

None	31.9%
One	15.7
Two	16.7
Three	14.9
Four	8.9
Five	5.5
Six or more	6.6

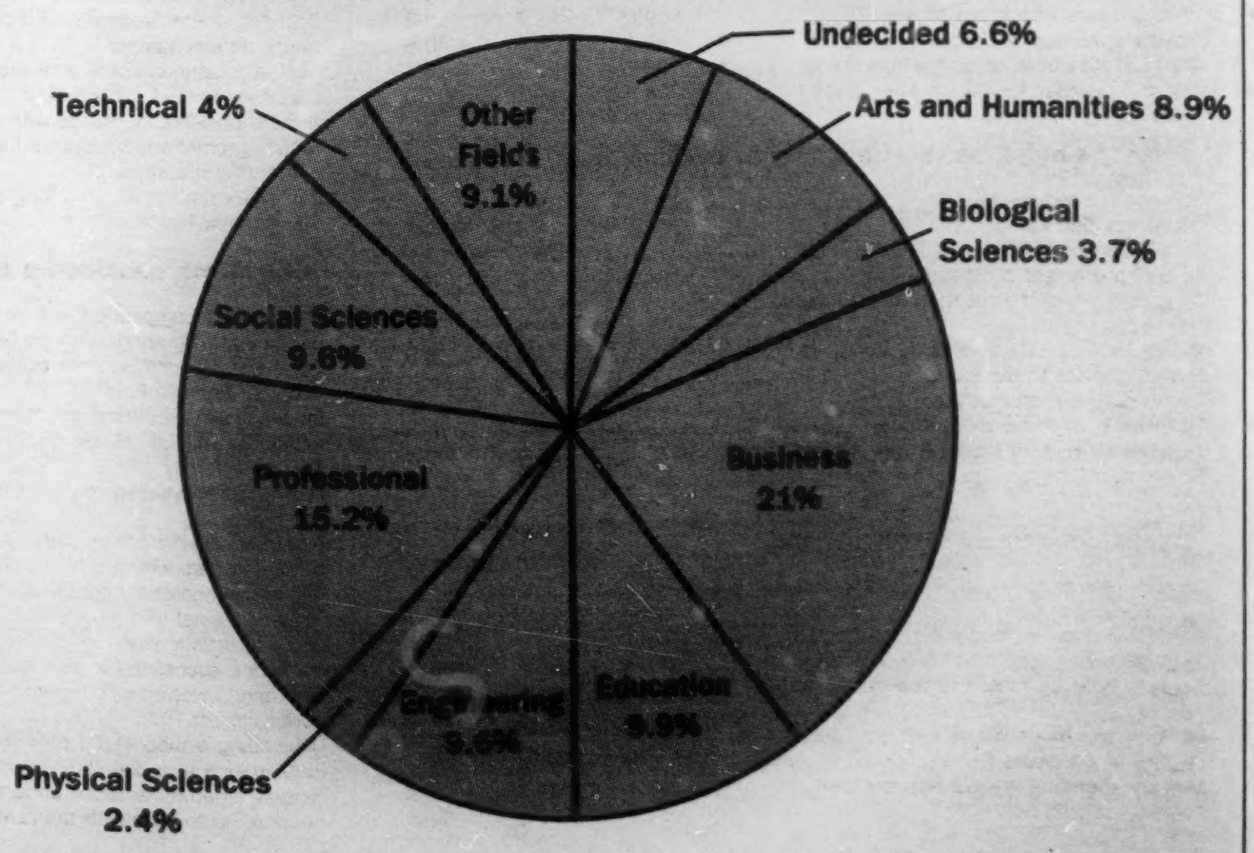
College attended is student's:

First choice	70.7%
Second choice	22.2
Third choice	4.7
Other	2.4

Reasons noted as very important in selecting college attended

Relatives' wishes	8.8%
Teachers' advice	4.1
Good academic reputation	51.3
Good social reputation	21.2
Offered financial assistance	25.2

Probable Major Field of Study



Offered special education programs	21.7%
Low tuition	23.4
Advice of guidance counselor	7.6
Wanted to live near home	19.8
Friend's suggestion	9.0
Recruited by college	4.0
Recruited by athletic department	5.0
Graduates go to top graduate schools	24.1
Graduates get good jobs	42.4
Religious affiliation of college	5.1
Size of college	35.0

Highest degree planned at college attended

None	4.1%
Vocational certificate	2.0
Associate (or equivalent)	24.4
Bachelor's	51.2
Master's	12.6
Ph.D. or Ed.D.	1.8
M.D., D.O., D.D.S., or D.V.M.	1.1
LL.B. or J.D.	0.8
B.D. or M.Div.	0.2
Other	1.8

Highest degree planned anywhere

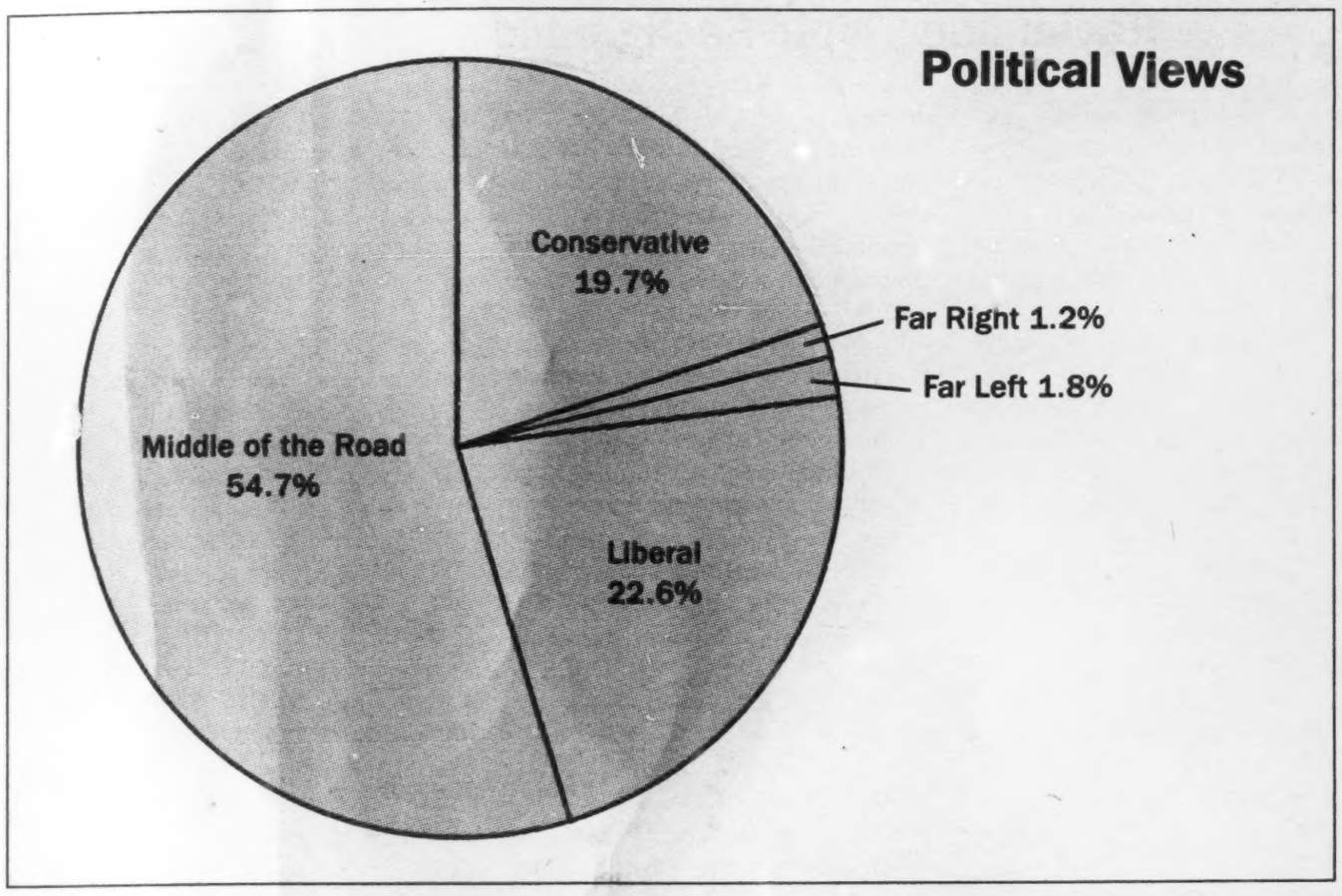
None	1.5%
Vocational certificate	1.3
Associate (or equivalent)	5.5
Bachelor's	29.0
Master's	37.2
Ph.D. or Ed.D.	12.4
M.D., D.O., D.D.S., or D.V.M.	6.3
LL.B. or J.D.	4.8
B.D. or M.Div.	0.4
Other	1.7

Probable career occupation

Accountant or actuary	4.8%
Actor or entertainer	0.9
Architect or urban planner	2.4
Artist	1.5
Business (clerical)	1.2
Business executive	9.3
Business proprietor	2.9%
Business salesperson or buyer	1.4
Clergy (minister or priest)	0.2
Clergy (other)	0.1
Clinical psychologist	1.6
Computer programmer or analyst	2.6
Conservationist or forester	0.6
Dentist	0.6
Dietitian or home economist	0.2
Educator (college)	0.4
Educator (elementary)	5.4
Educator (secondary)	3.6
Engineer	8.1
Farmer or rancher	0.4
Foreign-service worker	0.8
Homemaker (full-time)	0.2
Interior decorator	0.5
Interpreter	0.2
Journalist or writer	2.1
Lab technician or hygienist	0.4
Law-enforcement officer	1.4
Lawyer or judge	5.2
Military service	1.3
Musician	1.0
Nurse	3.8
Optometrist	0.2
Pharmacist	1.1
Physician	3.8
Research scientist	1.4
School counselor	0.4
School principal	0.0
Social, welfare, or recreation worker	1.4
Statistician	0.1
Therapist	2.7
Veterinarian	1.0
Skilled trades	2.1
Other occupation	9.7
Undecided	11.1

Reasons noted as very important or essential in career choice

Job openings generally available	70.4%
Rapid advancement possible	63.8
High anticipated earnings	70.7
Well-respected or prestigious job	64.9
Great deal of independence	66.7
Chance for steady progress	77.7



Make important contribution to society	68.4%
Can avoid pressure	35.6
Can work with ideas	70.1
Can be helpful to others	79.3
Able to work with people	77.3
Intrinsic interest in field	79.8
Work would be challenging	73.7

Estimated parental income

Less than $6,000	3.0%
$6,000-$9,999	3.0
$10,000-$14,999	4.9
$15,000-$19,999	5.3
$20,000-$24,999	6.8%
$25,000-$29,999	6.4
$30,000-$34,999	8.8
$35,000-$39,999	8.7
$40,000-$49,999	12.6
$50,000-$59,999	11.6
$60,000-$74,999	11.4
$75,000-$99,999	7.7
$100,000-$149,999	5.0
$150,000 or more	4.6

Received any aid from:

Parents, relatives	78.7%
Spouse	1.6%
Savings from summer work	55.5
Other savings	31.7
Part-time job on campus	20.8
Part-time job off campus	21.8
Full-time job while in college	2.3
Pell Grant	23.2
Supplemental Educational Opportunity Grant	6.8
State scholarship	16.0
College Work-Study	10.4
Other college grant	22.2
Other private grant	10.6
Other govt. aid (ROTC, GI, etc.)	3.2
Stafford Loan	22.7
Perkins Loan	7.6
Other college loan	6.0
Other loan	6.2
Other source	3.2

Received $1,500 or more from:

Parents, relatives	53.2%
Spouse	0.5
Savings from summer work	7.4
Other savings	5.9
Part-time job on campus	1.2
Part-time job off campus	1.2
Full-time job while in college	0.6
Pell Grant	7.1
Supplemental Educational Opportunity Grant	1.3
State scholarship	3.8
College Work-Study	1.4
Other college grant	9.9
Other private grant	2.7
Other govt. aid (ROTC, GI, etc.)	1.9
Stafford Loan	13.6
Perkins Loan	2.1
Other college loan	3.3
Other loan	3.6
Other source	1.4

Their Opinions, Activities, and Goals

	Total	Men	Women
Activities in the past year:			
Attended a religious service	83.0%	79.7%	85.8%
Was bored in class *	28.6	29.1	28.1
Participated in demonstrations	39.4	37.5	41.1
Won a varsity letter in sports	50.4	59.5	42.6
Failed to complete homework on time	67.9	72.6	63.8
Tutored another student	45.5	44.4	46.4
Did extra work or reading for a class *	10.3	8.4	11.9
Studied with other students	84.7	82.8	86.4
Was a guest in teacher's home	30.0	30.1	29.8
Smoked cigarettes *	10.6	9.1	11.9
Drank beer	58.2	65.8	51.7
Drank wine or liquor	57.5	55.5	59.2
Stayed up all night	79.1	79.2	79.0
Spoke a language other than English at home *	5.5	5.5	5.5
Felt overwhelmed by all I had to do *	20.3	13.0	26.5
Felt depressed *	8.5	5.9	10.6
Studied in the library *	10.1	8.8	11.2
Performed volunteer work	63.1	60.5	65.3
Visited an art gallery or museum	52.5	50.8	53.9
Took vitamins	56.8	54.7	58.6
Came late to class	57.1	58.9	55.5
Wore glasses or contact lenses	49.0	41.7	55.3
Played a musical instrument	38.4	35.5	40.8
Checked out a book or journal from school library *	26.7	22.2	30.5
Asked a teacher for advice after class *	28.5	25.5	31.0
Reasons noted as very important in deciding to go to college:			
Parents wanted me to go	35.2%	33.0%	37.1%
Could not find job	7.1	6.5	7.6
To get away from home	16.0	15.8	16.2
To be able to get a better job	78.3	77.9	78.6
To gain a general education and appreciation of ideas	63.1	56.0	69.1
To improve reading and study skills	43.0	38.4	46.9
Nothing better to do	2.3	3.0	1.8
To become a more cultured person	39.8	33.0	45.7
To be able to make more money	73.2	77.0	70.0
To learn more about things that interest me	73.1	68.4	77.0
To prepare for graduate or professional school	53.1	48.5	57.1
Agree strongly or somewhat that:			
Government is not doing enough to protect the consumer	68.4%	64.7%	71.6%
Government is not doing enough to control pollution	87.9	87.0	88.7
Taxes should be raised to reduce the federal deficit	28.6	33.8	24.2
There is too much concern in the courts for the rights of criminals	66.3	69.8	63.2
Military spending should be increased	25.1	29.0	21.8
Abortion should be legal	64.9	65.0	64.8
The death penalty should be abolished	21.5%	18.5%	24.1%
It is all right for two people who really like each other to have sex even if they've known each other for a very short time	51.0	66.3	37.9
Married women's activities are best confined to home and family	25.2	30.6	20.5
Marijuana should be legalized	18.6	21.7	16.0
Busing to achieve racial balance in schools is all right	56.7	56.4	57.1
It is important to have laws prohibiting homosexual relationships	44.4	56.0	34.5
The chief benefit of college is that it increases one's earning power	70.7	76.0	66.2
Employers should be allowed to require employees or job applicants to take drug tests	80.4	78.5	82.1
The best way to control AIDS is through widespread, mandatory testing	66.4	66.5	66.3
Just because a man thinks that a woman has "led him on" does not entitle him to have sex with her	86.9	79.2	93.3
The government should do more to control the sale of handguns	77.1	65.5	87.0
A national health-care plan is needed to cover everybody's medical costs	73.7	69.7	77.0
Colleges would be improved if organized sports were de-emphasized	35.8	34.9	36.5
Nuclear disarmament is attainable	60.9	61.4	60.4
Scientists should publish their findings regardless of the possible consequences	53.1	57.1	49.7
Faculty promotions should be based in part on student evaluations	74.9	74.9	75.0
Racial discrimination is no longer a major problem in America	20.6	23.2	18.5
Objectives considered essential or very important:			
Becoming accomplished in a performing art	10.8%	10.3%	11.2%
Becoming an authority in own field	65.4	67.4	63.6
Obtaining recognition from colleagues for contributions to field	54.9	56.0	54.0
Influencing the political structure	20.6	22.9	18.6
Influencing social values	42.9	36.3	48.4
Raising a family	69.5	68.2	70.6
Having administrative responsibility for the work of others	42.9	44.2	41.8
Being very well-off financially	73.7	77.7	70.3
Helping others who are in difficulty	62.0	50.9	71.4
Making a theoretical contribution to science	17.1	20.3	14.5
Writing original works	12.2	11.8	12.5
Creating artistic work	12.2	12.3	12.2
Becoming successful in own business	43.3	49.5	38.0
Becoming involved in programs to clean up environment	33.9	33.5	34.3
Developing a meaningful philosophy of life	43.2	41.8	44.3
Participating in a community-action program	25.9	22.1	29.1
Helping to promote racial understanding	38.0	34.1	41.2
Keeping up to date with political affairs	42.4	46.5	38.9

* Frequently only; all other activities frequently or occasionally

Number of hours per week in the last year spent on these activities

None:	
Studying or doing homework	1.7%
Socializing with friends	0.3
Talking with teachers outside of class	8.2
Exercising or sports	4.9
Partying	15.1
Working	26.2
Volunteer work	49.7
Student clubs or groups	29.7
Watching television	4.3
6 or more hours:	
Studying or doing homework	40.3%
Socializing with friends	78.0
Talking with teachers outside of class	5.3
Exercising or sports	48.2
Partying	32.4
Working	62.4
Volunteer work	5.6
Student clubs or groups	14.7
Watching television	34.1

Note: The statistics are based on a survey of 194,182 freshmen entering 382 two-year and four-year institutions in the fall of 1990. The figures were statistically adjusted to represent the total population of 1.6 million first-time, full-time freshmen. Because of rounding or multiple responses, figures may add to more than 100 per cent.

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL 1990," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES

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THE CHRONICLE of Higher Education.

ISSN 0009-5982

February 13, 1991 • $2.75
Volume XXXVII, Number 22

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After years of studying conflict among nations, a political scientist says negotiations and an economic blockade of Iraq could still resolve the war in the Persian Gulf: Page A5.

Children's literature has emerged in recent years as a lively field of literary study: Page A5.

A plan to improve mathematics and science education has been unveiled by a group of educators from liberal-arts colleges: Page A11.

Many female astronomers and physicists say they face sex harassment and discrimination by male colleagues: Page A11.

The U.S. will not begin a draft for the war in the Gulf, the head of the Selective Service System has told college leaders: Page A17.

The physicist nominated to run the National Science Foundation says he will push for international cooperation in science research: Page A17.

Colleges must plan now for smaller staffs and avoid across-the-board cuts as they slice budgets in the 90's, a report says: Page A31.

The Pentagon will reduce scholarships for R.O.T.C. by 20 per cent, starting this fall: Page A35.

The U.S.S.R.'s premier institution has been declared independent of state control, an indication that the government is intent on decentralizing higher education: Page A39.

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How the President's '92 Budget Proposals Would Affect Higher Education and Science

- Needy students and students with good grades would qualify for larger Pell Grants, but 600,000 students would lose their eligibility: Page A18.
- Federal science agencies would receive significant increases, but some researchers say too much money would go to "big science": Page A18.
- The Administration's proposals on support for college research facilities and equipment leave many university officials confused: Page A23.
- Much of the responsibility for monitoring trade schools and backing state guarantee agencies would shift to state governments: Page A27.
- Teaching hospitals would lose more than $1-billion and aid programs for medical students would be revised: Page A22.
- Spending on humanities programs and international exchanges would rise, but the National Endowment for the Arts would receive no increase: Page A25.
- Why federal dollars matter to faculty members and students—a look at the impact on two university campuses: Page A19.

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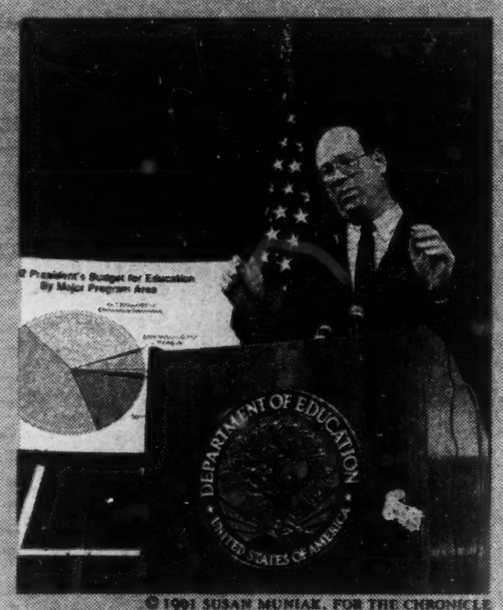

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Acting Education Secretary Ted Sanders briefs reporters on President Bush's spending proposals for education.

Education Nominee Says He Would Revoke Policies Barring Minority Scholarships

By SCOTT JASCHIK

WASHINGTON

Lamar Alexander pledged last week that as Education Secretary he would revoke two controversial policies barring scholarships that are available only to members of certain racial or ethnic groups.

Mr. Alexander said he would then conduct a thorough review of the issue and develop a new policy on the legality of the scholarships. While the review is going on, Mr. Alexander added, no college should consider it necessary to stop any minority-scholarship program it has been operating.

In two statements in December, the department said it was illegal for colleges to offer such scholarships. The statements "sent out exactly the wrong signal" to minority students and created "a massive amount of unnecessary confusion" in higher education, Mr. Alexander said.

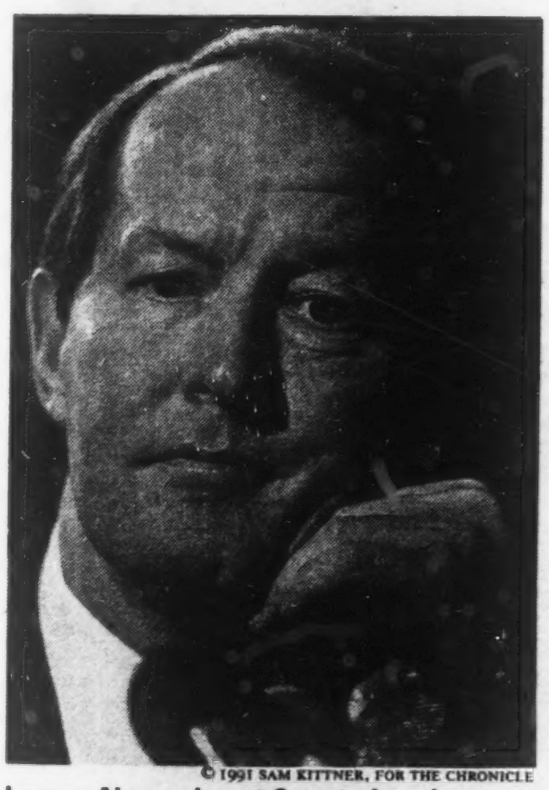
Expected to Win Confirmation Easily

His statements came during a Senate hearing on his nomination as Education Secretary. He is expected to win confirmation easily, succeeding Lauro F. Cavazos, who resigned in December. (See related story, Page A28.)

Many lawmakers and civil-rights groups praised Mr. Alexander's stand. "This is wonderful," said Phyllis P. McClure of the NAACP Legal Defense and Educational Fund. "It really will be a relief to deal with someone who is sensible and pragmatic and intelligent."

But John C. Scully, counsel to the Washington Legal Foundation, called Mr. Alexander's testimony "a political copout," adding that "there is not a need for a study since the law is clear."

Mr. Scully's group maintains that any scholarship reserved for members of a particular ethnic group violates Constitutional and legal protections against discrimination. Mr. Scully said Mr. Alexander's stance made it "all but certain" that the foundation would sue the Education Department over the issue on behalf of college students who believe they have suffered discrimination because they were unable to apply for certain scholarships.



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Lamar Alexander at Senate hearing on his nomination last week: Statements on minority scholarships "sent out exactly the wrong signal."

Legality Thrown Into Question

Beginning in the 1960's, many colleges seeking to attract minority students created special scholarship programs. Their legality was thrown into question in December when Michael L. Williams, Assistant Secretary of Education for civil rights, said such scholarships violated the Civil Rights Act of 1964, which bars racial or ethnic

Continued on Page A28

De Klerk Plan to End Apartheid Law Leaves Educators Uncertain

By LINDA VERGNANI

CAPE TOWN

A speech in which South Africa's President F.W. de Klerk announced plans to repeal his country's key remaining apartheid laws has left advocates of educational equality uncertain at best about the government's intentions.

In his speech, at the opening session of Parliament, Mr. de Klerk called for eliminating laws that discriminate against blacks in housing and land ownership and that require people to be registered by race.

But the President had little to say about the country's system of segregated education.

He disclosed no policy changes in that area, and what he did say regarding education was being interpreted hesitantly—albeit with some disappointment—by anti-apartheid activists.

Preserving 'Autogenous Education'

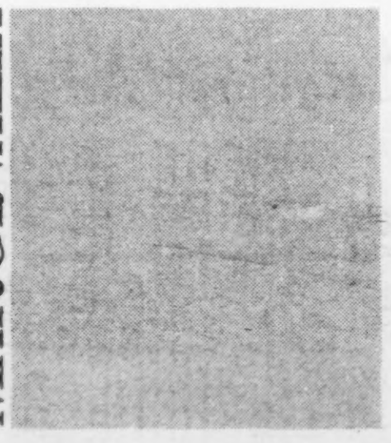
Asserting that he was "deeply concerned about serious problems in education," Mr. de Klerk told Parliament: "If we wish to create a future South Africa without discrimination and with equality of opportunity, this will have to be true of education, too. However, distinctive or autogenous education, conducted with government assistance, within a single sys-

Continued on Page A40

Colleges' Endowments Grew 9.6% In '89-90

Feeling effects of the economic downturn, college and university endowments grew at a lower rate last year than in 1988-89: Page A31.

MARGINALIA



A company that sent its annual report to the State University of New York College at Plattsburgh addressed it to:

BENJAMIN FEINBERG LIBRARY
REVERENCE DEPARTMENT

■

Dispatch from the University of Minnesota at Crookston:

"Ag-arama, the mid-winter fun fair at the University of Minnesota—Crookston will be held Friday and Saturday, January 25 and 26. . . .

"Ag-Arama includes over 50 activities ranging from contests in flight simulation, crops judging, horticulture, livestock, natural resources, forestry, and soils, to fun activities such as driving blind-folded. . . ."

Whee!

■

The new phone directory at the University of Vermont lists the campus recognition societies—among them the Boulder Society, Ethan Allen Rifles, and Motor Boards.

■

From *Education Daily:*

"[Educational Testing Service], which is devoting $15 annually to research and development, also expects to develop computer-based instruction and assessment packages aimed at adult literacy, science, art and other subjects. . . ."

Spending a buck or so on each?

■

Notice circulated at Loyola University of Chicago:

"If you have retired, transferred, died, or if you know of anyone who fits these descriptions, please contact the Human Resources Office at ext. 56175. . . ."

■

The reader *knew* we wouldn't believe this otherwise, so she sent us a photocopy of the exam paper:

"Like the class I had last quarter, physical geology. In that class I learned so much that I took for granite."

■

From our very own Section 2:

"[Stephen Poleskie] had begun his artistic career as a landscape painter. . . . But his experience in the cockpit of an airplane convinced him that no landscape—no matter how real or abstract—could be properly portrayed on a one-dimensional surface."

We'd have guessed that, even on the ground.

■

From *Image*, a student magazine at Texas Christian University:

"During his college years, TCU Sociology Associate Professor Morrison Wong got a speeding ticket in Texas while he was helping a friend move Louisiana to the west coast."

Served him right. —C.G.

In Brief

Anti-Semitic Incidents Up Sharply on Campuses

WASHINGTON — Hate crimes against Jewish students and organizations rose sharply on campuses last year, the Anti-Defamation League of B'nai B'rith said last week.

In a report on its annual compilation of anti-Semitic incidents, the league said that in 1990, 95 such incidents had been reported at 57 colleges and universities, up from 69 incidents on 54 campuses in 1989. Most of the acts involved vandalism, hate mail, or verbal harassment.

David C. Friedman, director of the league's Washington office, said the increase in campus hate crimes reflected both growing bigotry among young people and a greater willingness among victims to report the crimes. Young people were becoming more intolerant, he said, because of the spread of negative stereotypes about minority groups in popular culture.

To stem the violence, Mr. Friedman recommended that colleges offer educational programs on diversity and prejudice rather than enact codes of conduct. "Those codes are virtually impossible to enforce," he said. "You don't legislate tolerance, you educate tolerance."

Over all, the league said it had received reports on 1,685 anti-Semitic acts in 1990, up from 1,432 in 1989.

Fire at Tougaloo College Damages Historic House

JACKSON, MISS.—A fire seriously damaged a historic building at Tougaloo College here.

The college said that Berkshire Cottage, which housed campus-security and administrative offices, had been "virtually ruined" by the blaze. No one was hurt.

L. B. Chamblee, Jackson's director of fire services, said the blaze started in the attic, probably as a result of faulty wiring. The roof of the building was "a total loss" and the second floor was heavily damaged by smoke and flames, he said.

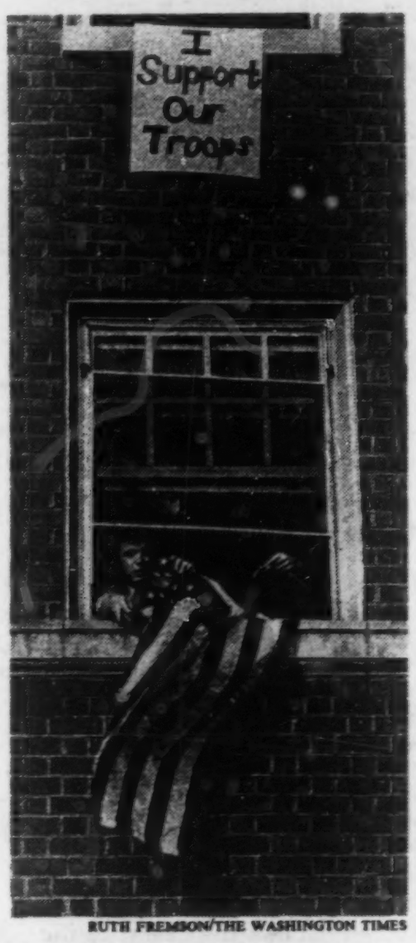
Berkshire Cottage dates from 1894, when students at the college built the wooden structure under the supervision of the industrial-arts faculty. It originally served as a women's dormitory and had recently been restored as offices.

U. of Maryland Backs Off Policy on Display of Flags

COLLEGE PARK, MD.—A policy mixup over whether students are prohibited from displaying American flags and banners outside their dormitory windows created a furor last week at the University of Maryland at College Park.

The confusion began when a campus-housing official urged students to remove flags and banners that they had hung outside their dormitory windows in support of American troops (*below*). The official said the university feared students would be hurt when hanging the flags and wanted to avoid mediating disputes between students about the war.

Later, William L. Thomas, vice-president for student affairs, announced that the campus "has



RUTH FREMSON/THE WASHINGTON TIMES

absolutely no prohibitions against public or private displays of the American flag or banners."

In the past, he said, the university has asked students to consider other locations for their signs than the exteriors of buildings.

"There's a fine line between request and require, and the fine line failed," said Mr. Thomas. "The students took it as a requirement. We've backed away from trying to intervene in the kinds of banners students put up."

Center at Ohio State U. Planned by Holmes Group

COLUMBUS, OHIO—The Ohio State University and the Holmes Group plan to create a center to help teacher educators improve their own methods of instruction. The Holmes Group is a consortium of research universities working to improve teacher education.

The Holmes Center for Faculty Leadership and Renewal, as the center will be called, will assist teacher-education programs at institutions in the Holmes Group in using the most up-to-date technology and methods of instruction.

The center will offer faculty leadership and renewal programs, assess the needs of academics in the field, and compile instructional materials. It also plans to establish a visiting-professor program.

A Holmes Group spokeswoman said the center would probably be on the university's campus here and in operation within a year. Financing for the center is still being sought.

Tuskegee Disciplines 22 in Shooting Incident

TUSKEGEE, ALA.—Twenty-two students at Tuskegee University have been disciplined as a result of the shooting death of a fellow student at an off-campus party.

Tuskegee has expelled 6 students, suspended 3, and placed 13 on probation. They were charged with disorderly conduct, assault, failure to obey security officers, public brawling, and causing to riot.

The charges resulted from investigations by university officials and the city's police department into the December shooting of Maurice Miller. None of the students are suspects in the shooting.

The investigations found that the 22 students had been involved in a series of conflicts with a suspect in the shooting. That may have led to the confrontation at the party, a university spokesman said.

On the night of the shooting, Mr. Miller, as a doorkeeper at the party, refused to let the suspect enter without paying, the spokesman said. The individual left, but returned with a gun, the police said.

Tuskegee city police have issued a warrant for the suspect's arrest. The investigation is continuing.

Bias Investigation Begins at Chapel Hill

CHAPEL HILL, N.C.—The Education Department's Office for Civil Rights has started an investigation into allegations that the University of North Carolina at Chapel Hill illegally discriminates against female and minority employees.

The department is examining charges that the university fails to hire and promote women in its police force, fails to hire black people as instructors in the biochemistry department, denies equal pay to women in its purchasing department, and has allowed sexual harassment to take place against women in its dental school and housekeeping department.

Susan H. Ehringhaus, senior legal counsel, said last week that the university would cooperate with the investigation. She added that she expected the Education Department to vindicate the university.

Interns Want Protection From Exposure to AIDS

SAN FRANCISCO—One in four internal-medicine interns at the University of California at San Francisco were accidentally stuck with needles infected with the virus that causes AIDS while working at four university-affiliated hospitals over a 12-month period.

That finding, published in the January issue of the *American Journal of Medicine*, has caused a union representing interns and residents to step up their demands for measures to reduce the risk of exposure to AIDS.

A spokesman for the San Fran-

Boston U. Sets Up Group to Back Reforms in Schools

BOSTON

Boston University announced last week that it was establishing a new organization to support education reform, first in the City of Chelsea—whose school system the university operates—and then across the nation.

A Different September Foundation—so named because it hopes to provide new improvements each school year—will seek grants to support projects in Chelsea's schools that will aim to, among other things, prepare preschool children for learning, provide health care for students, educate adults in the community, and improve instruction.

Boston University began operating Chelsea's schools, under a 10-year contract, in September 1989, after the city sought its help. The schools, like many across the nation, were struggling with a high dropout rate, outdated facilities, and low salaries for teachers. Since the partnership with the university began, the average S.A.T. scores of Chelsea students have gone up and grade failures at Chelsea High have gone down, the foundation says.

'Children Must Be Ready'

"For exemplary education to take place, children must be ready to learn, teachers must be ready to teach, and something important must be taught," said John Silber, Boston University's president, in a statement.

The foundation expects to support workshops, conferences, and publications that will describe to educators what programs have worked in Chelsea. "There will be lessons learned in Chelsea that can be exported," said Jay MacLaughlin, the foundation's vice-president, in an interview.

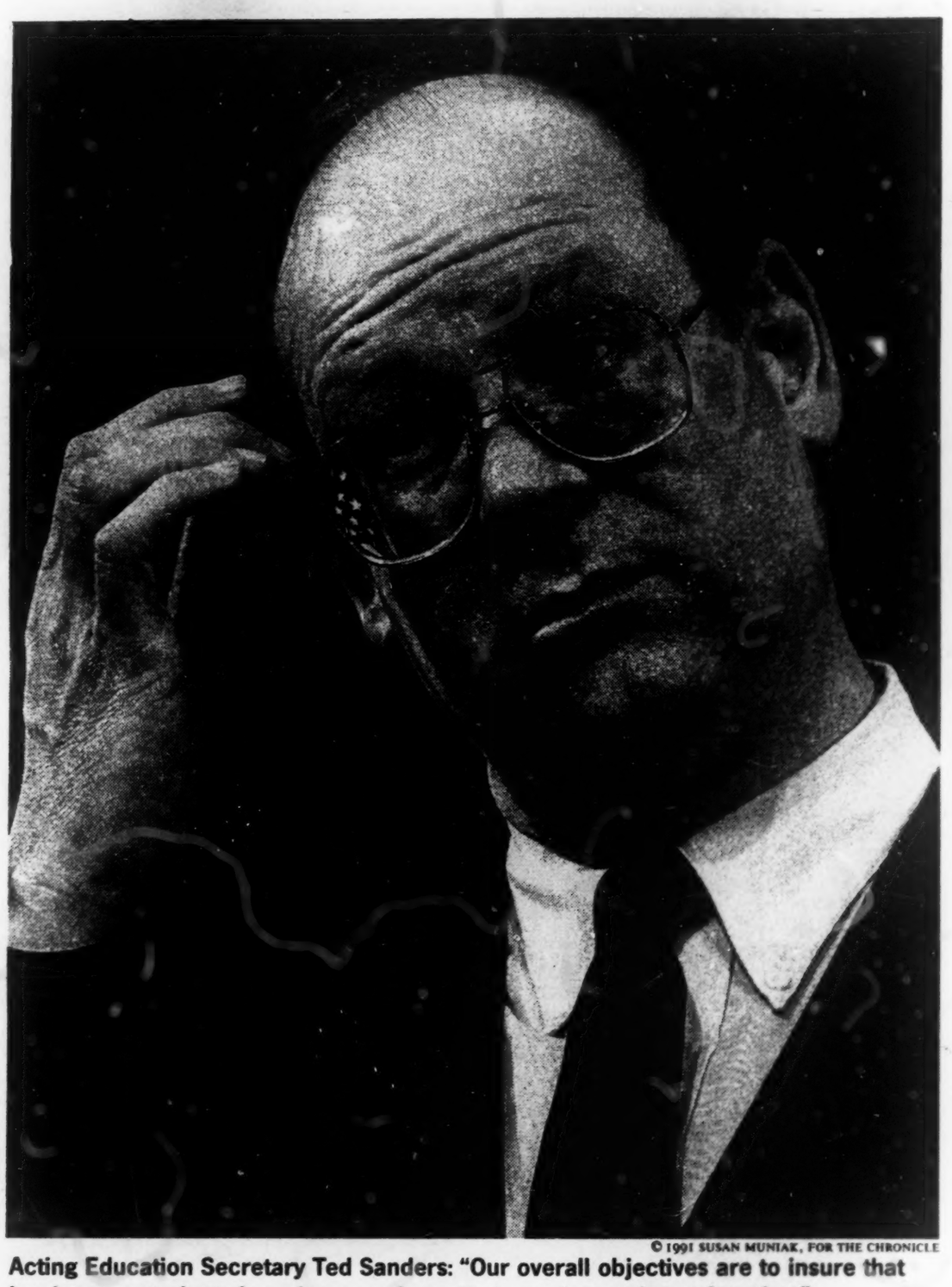
The foundation will support and expand programs that have already been set up through the university's partnership with Chelsea. Among its goals:

- Clinics in the schools to provide health and dental care.
- More education programs for preschool children.
- Adult-literacy programs for the families of students.
- Reduced tuition for Chelsea teachers to take advanced courses at Boston University.

—JULIE L. NICKLIN

The Chronicle of Higher Education (ISSN 0009-5982) is published weekly except the third week in August and the last two weeks in December, at 1255 Twenty-Third Street, N.W., Washington, D.C. 20037. Subscription rate: $62.50 per year. Second-class postage paid at Washington, D.C., and at additional mailing offices. Copyright © 1991 by The Chronicle of Higher Education, Inc. Printed in the United States of America. POSTMASTER: Send address changes to The Chronicle of Higher Education, P.O. Box 1955, Marion, Ohio 43305. Member, Audit Bureau of Circulations. The Chronicle reserves the right not to accept an advertiser's order. Only publication of an advertisement shall constitute final acceptance of the advertiser's order.

THE BUSH BUDGET



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Acting Education Secretary Ted Sanders: "Our overall objectives are to insure that low-income students have increased access to postsecondary education."

TOTAL STEADY AT $6.7-BILLION

More Aid Proposed for Neediest Students; Middle-Income Pell Grants Would Be Cut

By THOMAS J. DeLOUGHRY

WASHINGTON

The Bush Administration last week proposed major changes in student aid that would:

- Provide more money to the neediest students while removing as many as 600,000 middle-income persons from the Pell Grant program.
- Create new grants for needy students with good grades, but deny aid to students who are in the bottom 10 per cent of their college classes.
- Require colleges to pay a greater share of the costs of the College Work-Study and Supplemental Educational Opportunity Grant programs.
- Consolidate six of the Education Department's fellowship programs for graduate students into a single program.

The proposed fiscal 1992 budget for student-grant programs would be $6.7-billion—unchanged from 1991.

$500 Presidential Scholarships

President Bush's plan would increase the Pell Grant for the neediest students in academic 1992-93 by 54 per cent, to $3,700. The plan would increase grants for families with incomes below $20,000, but reduce or eliminate grants for families with earnings above that threshold.

The budget plan also called for $500 Presidential Achievement Scholarships for Pell Grant recipients in the top 10 per cent of their high-school classes or the top 20 per cent of their college classes. The plan would eliminate all federal aid for students who are in the bottom 10 per cent of their college classes.

Student groups attacked the proposals and accused the President of hurting the middle class to help the poor. "We really hate the idea of paying for an increase in Pell by shutting out middle-income students," said Selena Dong, legislative director of the United States Students Association.

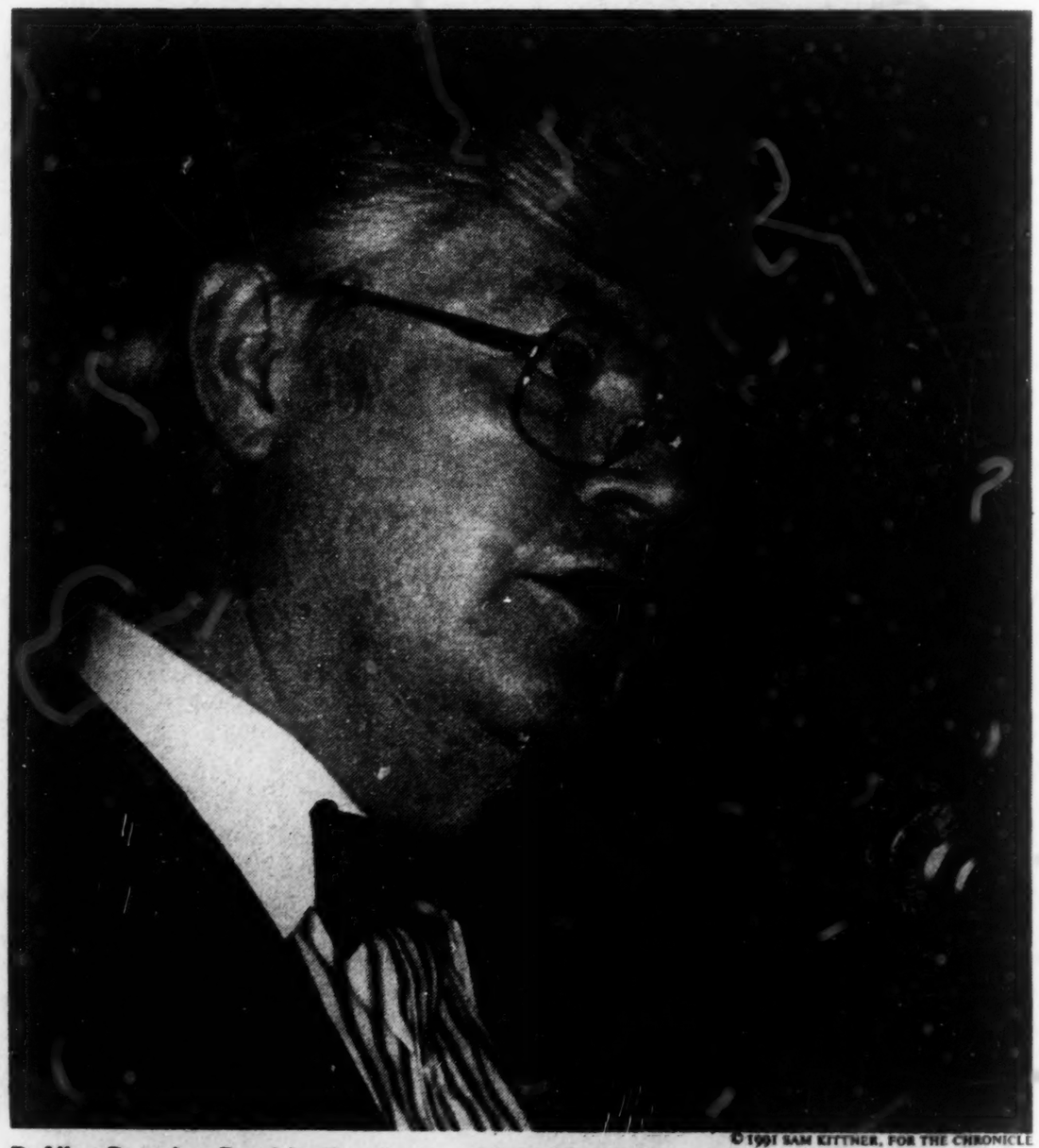
Some Sharp Criticism for Bush

She also criticized the proposal to eliminate aid to students who are in the bottom tenth of their college classes. "We support academic excellence, but shutting out students who are not doing well will do nothing to improve access," she said.

College officials and influential lawmakers on Capitol Hill were also sharply critical of the President's plan.

"I don't see how he can call himself the 'education President,' " said David Sandell, president of Mitchell College in Connecticut. "If we're to leave our next generation with the awesome debt they will inherit, I think we at least ought to give them the educational wherewithal to solve the problem."

Sen. Claiborne Pell, the Rhode Island Democrat who chairs the Senate education subcommittee, criticized the President for cutting aid to middle-income families. "I regret very much that the Pell Grant proposals advanced by the Administration do not take into account the very real needs of



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D. Allan Bromley, President's science adviser: The budget represents an investment in research and development, with "particular focus" on basic research.

CUTS IN DEFENSE RESEARCH

8% Increase for Basic Science Is Backed, With Big Share for Individual Scientists

By COLLEEN CORDES
and CHRISTOPHER MYERS

WASHINGTON

President Bush last week proposed significant increases for science and technology—and in particular for grants to individual researchers—in fiscal 1992.

In a year of tight controls on federal spending and a costly war, the President recommended increasing the government's total budget for basic research by about 8 per cent, to about $13.3-billion. The Administration based its numbers on an inflation rate of about 4.1 per cent.

Many scientists praised the President's proposal, but some also said that "big science" projects such as the Superconducting Supercollider would gain too much money under the plan.

Some highlights of the science-budget proposal are:

- An increase of about 17.5 per cent for the National Science Foundation, including an increase of about 18 per cent for grants to individuals and small groups.
- An increase of about 6 per cent for the National Institutes of Health, with the money available for grants to individuals slated to go up by about 8.8 per cent.
- A 71-per-cent increase in the Department of Agriculture's competitive-research program.
- A cut of about 10 per cent in basic-research spending at the Department of Defense.
- Large increases for three federal efforts that cut across research agencies: global-change research, science and mathematics education, and a program to prepare the way for the next generation of supercomputing systems.

Scientists and higher-education officials applauded the President's effort to try to increase the amount of money available for individual scientists, a category popularly referred to as "little science."

The officials said Congress was not likely to treat all science and technology programs as generously as the President suggested.

Spending limits that Congress and the Administration agreed to last year in a five-year budget pact will force lawmakers to make tough choices among domestic programs of all kinds. And the recession will probably reinforce lawmakers' reluctance to give money to science at the expense of social programs, the officials added.

Science-policy experts said the National Science Foundation, in particular, would

hard-pressed middle-income families," he said.

College lobbyists said the President's decision not to ask for new aid money in 1992 should be considered separately from the Administration's proposals for redistributing aid and modifying the programs. While the lobbyists said they were disappointed with the President's request to freeze spending, they said they thought many of the Administration's ideas for reshaping programs were worth debating during the process of reauthorizing the Higher Education Act. That process is expected to begin next month and continue for as long as 18 months.

Structural Change Not Seen for 1992

Congressional aides confirmed that lawmakers would probably develop a budget for fiscal 1992 without making any changes in the structure of the programs. The fiscal 1992 budget provides student-aid money for the 1992-93 academic year.

The White House linked its budget requests to its reauthorization proposals because the Higher Education Act is scheduled to expire in September, at the end of the 1991 fiscal year. Congress, however, is expected to extend the act's expiration date for at least a year to give itself more time to review the law.

Under the Administration's plan, part of the cost of increasing the maximum Pell Grant would be paid by cutting the number of grant recipients from 3.4 million to 3 million. A $400-million increase would still be needed to pay for the larger grants, and $170-million would be needed for the new Presidential scholarship program—funds that the Administration would take from other student-aid programs.

Supplemental Educational Opportunity

Continued on Page A26

face tough competition from other agencies. The spending subcommittees that draft its budget must also find, in the single sum of money they are allocated, enough money for veterans' and housing programs. The recession and the war in the Persian Gulf are likely to increase lawmakers' enthusiasm for those programs, science-policy experts predicted.

Some scientists also argued that the budget proposal did not go far enough to strengthen little science—and went too far in proposing big increases for some of the largest science and technology projects.

'Priorities Are Absolutely Wrong'

One scientist compared the President's proposed increase of about 17.5 per cent for the N.S.F. with his proposal for the Superconducting Supercollider, which would receive an increase of about 120 per cent.

"Those priorities are absolutely wrong," said James A. Krumhansl, professor emeritus of physics at Cornell University and a former president of the American Physical Society.

"Increasing the N.S.F. by 25 per cent a year for the next three years would come much closer, in terms of real dollars, to the real needs," said Mr. Krumhansl, who is also a former assistant director of the foundation. The government should attend to the problems of little science, he added, before proceeding full speed ahead with projects like the S.S.C.

But D. Allan Bromley, the President's

Continued on Page A22

IMPACT OF FEDERAL DOLLARS ON 2 CAMPUSES

At Case Western Reserve U., Professors Say the Debate in Congress on Budget Has Direct Effect on Their Lives

By SCOTT JASCHIK

CLEVELAND

Federal money is the lifeblood of hundreds of research projects at Case Western Reserve University, and many faculty members are enthusiastic about the work they conduct with government support.

But many of those same scholars scowl when they talk about the difficulties of obtaining federal money, about the strings attached to the dollars they win, and about what they say are the misguided priorities of some federal agencies.

The federal presence here is large. In the 1989-90 academic year—the most recent for which complete figures are available—this private university received over $71-million in federal grants, more than a quarter of its annual budget.

More millions of federal dollars came to the university to cover the overhead costs of the research.

An Unmatchable Source for Some

Faculty members here—particularly in the sciences and engineering—say the annual Congressional budget debate affects their lives directly—and not only in terms of how much money they receive for their research. These days, they say, the federal budget is also likely to determine what kind of facilities they work in and the types of research questions they will explore. Even faculty members in the arts and humanities say their careers are touched, if indirectly, by federal research support: When less government research money comes in, the whole institution feels the pinch.

1989-90 Federal Awards at Case Western Reserve

NIH	$46,953,000
NASA	$7,124,000
NSF	$4,580,000
Dept. of Defense	$3,823,000
Dept. of Energy	$607,000
Other agencies	$8,038,000

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For scholars whose interests parallel those of the federal government, Washington continues to be an unmatchable source of financial support. Patricia F. Brennan, an associate professor of nursing and systems engineering, says federal research agencies have an increasingly "utilitarian view" in reviewing grant applications—giving an edge to people who are "problem solvers," as she describes herself.

Network for Patient Care

Two federal agencies are currently supporting her work. With $400,000 from the National Institute on Aging, she is setting up a home-computer network that will link people in northeast Ohio who care for Alzheimer's patients to a "computer encyclopedia" of answers to medical questions they might have. The computer also provides information on non-medical issues, such as taxes and support groups. People with the computers can also communicate with Case Western nurses and with each other. The National Institute for Nursing Research has provided Ms. Brennan with $500,000 for a similar program to help people with AIDS.

While Ms. Brennan has been successful at winning federal funds, she

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At Appalachian State University, Student-Aid Funds Help Open Doors to Thousands of North Carolina Students

By THOMAS J. DeLOUGHRY

BOONE, N.C.

To officials at Appalachian State University here, federal money for student aid and improving instruction is invaluable.

Appalachian is a 92-year-old former teachers' college tucked in the Blue Ridge Mountains of northwest North Carolina. Now developing into a comprehensive institution, the university relies heavily on federal aid to help its students pay their bills, to reach out to underprivileged high-school students, and to improve its international-education and science curricula.

University officials say federal student-aid programs, in particular, have opened the institution's doors to thousands. Forty-two per cent of Appalachian's 11,483 students, most of them from families who earn less than $24,000 a year, now receive federal aid. A North Carolina resident attending Appalachian can expect to spend $4,915 this year; a non-resident, $9,405.

Essential for Rural Population

Patsy M. Braxton, Appalachian's director of financial aid, says the federal aid programs are essential for an institution serving a largely rural, low- and middle-income population. State student-aid funds are limited, and the university's endowment of $13.5-million provides only a small amount of money for scholarships for high-achievers, she says.

U.S. Money for Students at Appalachian State 1990-91

Pell Grants	$2,552,174
Supplemental Grants	$138,109
College Work-Study	$331,678
Patricia Roberts Harris Fellowships	$69,333
ROTC scholarships	$56,077
Upward Bound	$181,001
Student support services	$100,000
International education	$52,000

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More than 2,500 students receive Pell Grants, Ms. Braxton says, noting that the average grant is $1,396. Many also receive Supplemental Educational Opportunity Grants and College Work-Study funds.

The growing gap between what the government can provide and what the university charges has forced students to borrow more, Ms. Braxton says.

Demand for low-interest Perkins Student Loans is high, she says, and has caused the university to stretch the funds by keeping most loans smaller than $800.

Good Record of Repaying Loans

Stafford Student Loans have also become more popular, the number nearly doubling in the last two years, Ms. Braxton says. While attentive to the size of debts that students are incurring, she is less concerned about the issue than aid administrators on other campuses, since Appalachian's students have had a good record of repaying. The latest Education Department data

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